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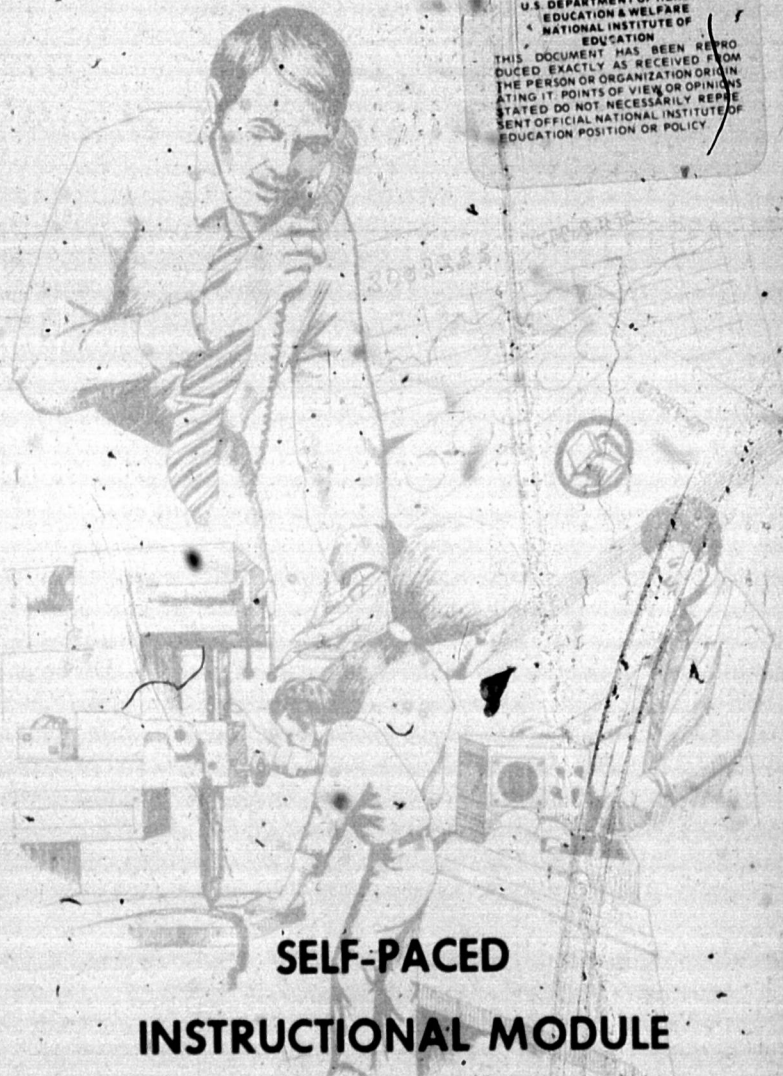
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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on developing a lead-time schedule for an industry services training program. (Industry services programs are partnerships between public training institutions, industry, and other agencies to provide job training for new and expanding industry.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to develop a lead-time schedule for an industry services project in a real work situation where he is employed or when he is serving as an intern learner. Feedback devices (a learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, responsibilities worksheet, and a sample lead-time schedule are included for guidance in performing the objectives. (Two of the other modules also focus on specific aspects of obtaining agreements: Developing training agreements and interpreting legislation related to industry services.) (JT)

DEVELOPING A LEAD-TIME SCHEDULE

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**SELF-PACED
INSTRUCTIONAL MODULE**

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INSTRUCTIONAL PROCEDURE

This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information is presented to guide you in developing a lead-time schedule in a practice situation.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice situation**. The **Check-Out Activity** is the final learning activity. It is designed to allow you to develop a lead-time schedule for an industry services project in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner, and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on page 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

- * If you already have the necessary **background information** required for developing lead-time schedules, you may not need to complete **Learning Activity I**, p. 4.
- * If you already have had **practice** in developing lead-time schedules, you may not need to complete **Learning Activity II**, p. 13.
- * Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 14, and develop a lead-time schedule when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, more information on this topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows.

Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

You may wish to use this module in conjunction with Module III-A, **Developing Training Agreements**.

Learning Activity I

- * Publications on project management available from Educational Program Management Center, College of Education, The Ohio State University, Columbus, Ohio 43210

Learning Activity II

(None located)

Check-Out Activity

- * Local vocational-technical education staff member who has prepared schedules and agreements between the training institution, industry representatives, and other agencies
- * Other public agency staff members who have prepared schedules and agreements between the agency in question, industries, and a training institution



OBJECTIVES

- I. After completing the required reading, take the **Learner Self-Test** to demonstrate that you have attained the knowledge of developing lead-time schedules. You should complete all items correctly. (**Learning Activity I**)
- II. After analyzing the performance instructions, complete the designated practice learning experiences in developing a lead-time schedule for an industry services project. The practice work must conform to the **Responsibilities Worksheet** and the **Performance Checklist** found in the appendices. (**Learning Activity II**)
- III. In a real work situation, develop a lead-time schedule for an industry services project. Your performance will be judged satisfactory if all the items on the performance checklist (Appendix A) are rated "yes." (**Check-Out Activity**)

DEVELOPING A LEAD-TIME SCHEDULE



INTRODUCTION

Industry services programs are partnerships between training institutions, industry, and other agencies which have meaningful resources to offer for training. This partnership is most effective when the responsibilities for conducting the specific training programs are clearly defined. The responsibilities of each leader of various segments of a given industry services project should be highly visible to all concerned. The best way to make these

responsibilities clearly known to all parties concerned is to develop a lead-time schedule and distribute copies of the schedule to each person with a designated responsibility.

The lead-time schedule pinpoints the various activities which must be accomplished in a training program, who must perform these activities, and when the activities must be completed. The definition of these responsibilities should be a joint effort of the various groups involved in the training program.

This module will equip you to develop lead-time schedules when the needs arise.



LEARNING ACTIVITY 1: INFORMATION

You should study the information presented in the following pages. After reading these materials, you will demonstrate knowledge of developing lead-time schedules for industry services projects by completing the **Learner Self-Test**, p. 9. You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 11.

The following are some of the major responsibilities to be considered in developing a lead-time schedule. In real work situations, persons who will perform the activities and the dates the activities are to be completed must also be specified.

I. PLANNING MEETINGS

- A. Acquaint personnel to be involved in the program with industry services activities.
- B. Discuss the nature and type of program needed.
- C. Determine the types and levels of skills necessary.
- D. Discuss planned start-up date.
- E. Discuss the number of employees required for training.

II. PUBLIC RELATIONS

- A. Publicize the services provided.**
- B. Announce the opening of training program.**

III. DEVELOPING OVERALL PLANS

IV. PREPARING TRAINING MATERIALS

- A. Conduct a task analysis.**
- B. Prepare drafts of training manuals, utilization guides, and visual aids.**

V. REVIEWING DRAFTS OF TRAINING MATERIALS

- A. One or more industry representatives should review the training materials.**
- B. If possible, try out the training materials on a group of industry personnel.**

VI. SECURING PERSONNEL

- A. Supervisors**
- B. Instructors**
- C. Production employees**

VII. SECURING TRAINING RESOURCES

- A. Training site**
- B. Tools and equipment**
- C. Supplies**

VIII. FINALIZING TRAINING MATERIALS

- A. Getting materials printed**
- B. Distributing materials**

IX. RECRUITING FOR THE TRAINING PROGRAM

- A. Taking applications
- B. Interviewing applicants
- C. Processing applicants
- D. Testing, counseling, and referring applicants

X. TRAINING SUPERVISORS

- A. Techniques of instructing
- B. Techniques of relating to trainees

XI. TRAINING PROSPECTIVE EMPLOYEES

- A. Pre-employment training
- B. In-plant training

The following section lists the persons or agencies and their areas of primary responsibility. This list and sample lead-time schedule found in Appendix D, will serve as a guide in developing a lead-time schedule in a real work situation.

XII. REPRESENTATIVES OF ALL AGENCIES

- A. Planning
- B. Reviewing drafts of training materials
- C. Finalizing training plans

XIII. CURRICULUM MATERIALS SPECIALIST

- A. Writing a plan of action
- B. Preparing training materials

XIV. CLIENT COMPANY REPRESENTATIVE

- A. Assigning instructors
- B. Selecting training site
- C. Briefing instructors

- D. Selecting working crew
- E. Hiring supervisors
- F. Training supervisors
- G. Starting up plant, new department, or new operations

XV. STATE INDUSTRIAL COORDINATOR

- A. Conducting human relations training
- B. Publicizing new industry
- C. Announcing opening of training program

XVI. LOCAL TRAINING INSTITUTION

- A. Coordinating local training program
- B. Providing facilities and conducting training

XVII. STATE EMPLOYMENT SERVICE

- A. Taking applications
- B. Interviewing applicants
- C. Processing applicants
- D. Testing, counseling, and referring applicants

*Continue this learning activity by taking the Learner Self-Test which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to develop a lead-time schedule in a practice situation. Follow the instructions provided for each item. Check your answers with the Answers to Self-Test which follow. If you fail to complete all items correctly, you may want to refer back to parts of the module information.

1. List two activities which may be involved in the publicity of an industry services program.
 - a.
 - b.
2. List two types of training materials to be developed.
 - a.
 - b.
3. Supervisors must be trained in the techniques of instructing. Circle correct answer.
True False
4. Representatives of all agencies are involved in writing the training materials. Circle correct answer.
True False
5. The client company representative selects the instructors. Circle correct answer.
True False
6. Trainees are recruited by the state industrial coordinator. Circle correct answer.
True False
7. Applications for the training program may be secured from the employment service. Circle correct answer.
True False

ANSWERS TO SELF-TEST

1.
 - a. Publicizing the industry services
 - b. Announcing the opening of the training program
2. Any two of the following:
 - a. Training manuals
 - b. Utilization guides
 - c. Visual aids
3. True
4. False
5. True
6. False
7. True

*Proceed to the next learning activity for practice in developing a lead-time schedule.



LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice developing a lead-time schedule for an industry services project. Several subactivities must be completed before the schedule can be finished. You must read the **Case Study Information** presented in Appendix B. You must use the **Responsibilities Planning Worksheet** shown in Appendix C to identify the information to be included in the lead-time schedule. You must also record the information in a final form. You will be evaluating your performance in developing a lead-time schedule using the **Performance Checklist**, Appendix A.

- I. Read the **Case Study Information** shown in Appendix B. Use this information as a basis for identifying the responsibilities to be included in a lead-time schedule.
- II. Use the **Responsibilities Worksheet** presented in Appendix C to identify the industry services activities to be included in the lead-time schedule. You may use fictitious names/titles for persons or agencies assigned the particular responsibilities. Of course, the dates the responsibilities are to be started and finished would also be assumed.
- III. Using the sample format presented in Appendix C, develop your schedule format and record the information in a final form. Refer to the sample lead-time schedule in Appendix D for assistance in developing your form. Your completed schedule will be judged for quality and accuracy by your instructor or supervisor using the **Performance Checklist** (Appendix A). All items on the checklist should be rated "yes."

*Completion of the previous learning activity should have prepared you for developing a lead-time schedule for an industry services project in a real work situation. Proceed to the **Check-Out Activity**.



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The following activity is intended to be conducted in an actual on-the-job situation. It may be finished without completing the two learning activities, if you think you have the proficiency to do so.

Depending upon the extent of the services to be provided for the client company, you may wish to consult with persons who have previously developed such schedules with the various agencies involved in industry services.

In a real work situation, develop a lead-time schedule for an industry services project which indicates the responsibilities of persons and/or agencies committed to the program. Reproduce and distribute a copy of the schedule to appropriate persons. Your schedule will be judged for clarity and accuracy by your instructor or supervisor using a checklist. All items on the Performance Checklist (Appendix A) must be rated "yes."

*After completing the Check-Out Activity, you may select another module for study. Your instructor or supervisor may be contacted if you have difficulty in selecting a module.

APPENDIX A
PERFORMANCE CHECKLIST

Developing a lead-time schedule.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. All major responsibilities applied to the program were included in the schedule. ☐
 2. The responsibilities were grouped by type of assistance to be provided. ☐
 3. All agencies or persons were assigned appropriate responsibilities. ☐
 4. The responsibilities were sequenced in a logical manner. ☐
 5. The time each responsibility was to begin was clearly designated. ☐
 6. The date each responsibility was to be completed was clearly designated. ☐
- ☐
☐
☐

APPENDIX B

CASE STUDY INFORMATION FOR DEVELOPING A LEAD-TIME SCHEDULE

A plant located in a community manufactures a variety of clocks on customer orders. Customers include a host of chain-store outlets. Customer specifications are diverse, with more than 200,000 possible variations in clock parts. Home offices are located in a mid-western city, where more than 900 people are employed in manufacturing prototype parts and small order clocks. The parent plant also performs metal forming operations, and heat-treating operations for supplying parts to plants in other states. The local plant will be concerned with large-volume assembly of clocks.

It is intended that the local plant will gradually phase into the more technical functions of producing parts for assembly operations. The work force for assembling the clocks in the local plant consists primarily of women line assemblers and supervisors working in two shifts.

With the exception of normal turnover problems, the industry is completely staffed and production is on schedule. The company philosophy is as follows:

1. Continuously orient employees as to why the company is trying to make a profit.
2. Praise and reward workers for good performance.
3. Help workers find ways to reduce production costs for the explicit purpose of increasing benefit packages.
4. Communicate regularly with line workers.
5. If something goes wrong, conduct a thorough review to determine if the line worker or the manager is at fault. The fault may be from lack of planning.
6. Encourage managers and supervisors to try new production methods. Implement austerity programs before real problems arise.
7. Give workers time for leisure. Do not require them to work more than 40 hours per week.
8. Develop the cost-center concept, rather than the profit-center concept. Operate industry so that people work correctly, rather than for a profit. The profit will be a result of proper work habits.
9. Fit the job to the person. For example, assembly workers need comfortable seating.

10. Encourage employees to participate in community work and service.
11. Encourage managers to participate regularly in human relations courses and seminars.
12. Try to make the plant as self-sustaining as possible.
13. Permit each person to learn production tolerances and be his/her own inspector.
14. Exercise an open-door policy to foster employee-employer relations.
15. Carefully orient new employees to the company philosophy.

Some of the areas where specialized training is continuously needed are as follows:

1. **Preparation of supervisory personnel to work with assembly and subassembly details.** This includes nomenclature, codes, assembly operations, labor requirements for assembly, and assembly standards. Also, supervisors need instruction on the use of the production management system during supervisory duties; company management concepts; and instruction on how to train assemblers. Every supervisor is required to assemble 400 clocks in order to become totally acquainted with production operations.
2. **Training assemblers.** Training personnel are selected from the supervisory ranks. However, key workers also assist in this effort. Carefully prepared and detailed instructional materials (both printed and audiovisual) have proven to be very successful in training assemblers at their work stations.

The industry services leader has been asked to plan and implement an in-plant training program which reflects the philosophy of the company, and the specialized training needs of supervisors and assemblers. All plant employees will be requested to participate in the training program. A lead-time schedule and progress record system will be a vital link in the plan.

APPENDIX C
RESPONSIBILITIES WORKSHEET

PROSPECTIVE AGENCIES TO BE INVOLVED

1. What will be the overall objectives of the training program?
2. What agencies will likely be involved in the training program?
3. What prospective services can each agency render in the training program?

TRAINING FUNCTIONS AND ACTIVITIES

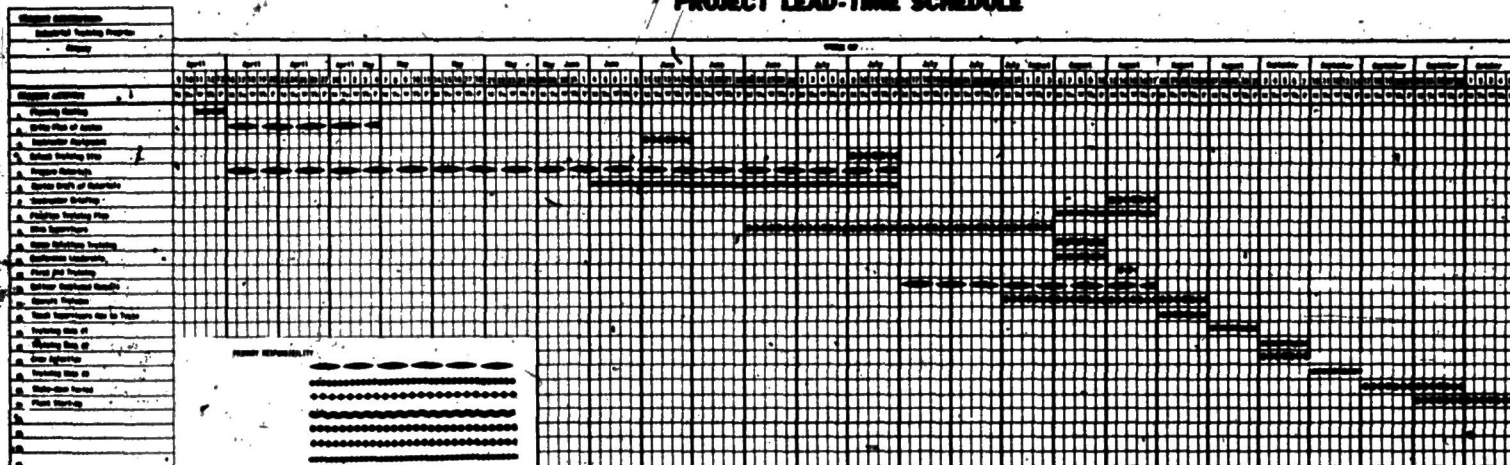
1. What categories of assistance will be provided in the program? List these on the form which follows.
2. What specific resources (training aids, supplies, instructors, etc.) will need to be provided? Record this information on the back of this worksheet.
3. What responsibilities (tasks) must be performed to provide the industry services? Record this information on the form which follows.

4. What person or agency will be performing each responsibility? Record this information on the form which follows.
5. What dates must be established for starting and completing the assigned responsibilities? Record this information on the form which follows.

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APPENDIX D

PROJECT LEAD-TIME SCHEDULE



LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

- I. Orientation to Industry Services
 - A. Introduction to Industry Services
 - B. Industry Services Leadership Development Program:
Guide for Using the Self-Paced Instructional Modules
- II. Establishing Contacts and Relationships
 - A. Speaking to Industrial and Community Groups
 - B. Writing Articles for News Media
 - C. Identifying Functions of Agencies Involved in Industry Services
 - D. Developing a Brochure for Industry Services
- III. Obtaining Agreements
 - A. Developing Training Agreements
 - B. Developing a Lead-time Schedule
 - C. Interpreting Legislation Related to Industry Services
- IV. Identifying Training Needs
 - A. Collecting Framework Production and Training Information
 - B. Selecting Types of Training Programs
 - C. Preparing a Budget for an Industry Services Project
- V. Acquiring Resources
 - A. Selecting Instructors for Industry Services
 - B. Securing a Training Site
 - C. Securing Training Equipment, Tools, and Supplies
- VI. Training Instructors for Industry Services
Training Instructors for Industry Services
- VII. Preparing for Training
 - A. Adapting the Training Site to Training Needs
 - B. Evaluating Safety Conditions at Training Sites
 - C. Announcing the Opening of a Training Program
- VIII. Preparing Training Materials
 - A. Conducting a Task Analysis
 - B. Developing Performance Objectives
 - C. Determining Types of Instructional Methods and Media
 - D. Developing Performance Tests
 - E. Developing Training Manuals
 - F. Preparing Videotapes for an Industry Services Program
 - G. Setting Up Learning Centers for Industry Services Programs
- IX. Selecting Candidates
Developing a Plan for Testing and Counseling Applicants for a Training Program
- X. Monitoring Training Programs
 - A. Assisting in Providing Pre-Employment and In-Plant Training
 - B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
 - C. Monitoring Training Programs for Progress and Expenditures
- XI. Closing Training Programs
Closing a Training Program
- XII. Placing Program Participants
Developing a Plan for Placing Graduates of a Pre-Employment Training Program
- XIII. Evaluating Industry Services Programs
Evaluating Industry Services Programs

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